

Bringing it all back to the classroom...

PROPOSAL FOR NEW STUDENT GOVERNMENT

By P.J. ARNOPOULOS

One of the main problems of representative government is to combat widespread apathy of the body-politic. Such apathy allows oligarchies to govern on the basis of minority opinions and pressures. This problem is particularly acute in the university where student apathy is an established tradition. As a result of this apathy of the overwhelming majority, small vociferous, well-organized, and activist minorities can operate without restraint to impose their views and behaviour upon the institutions of the community.

So far all attempts to remedy this situation have failed resoundly. Even in crisis conditions, where the very existence of the community is in question, the large majority of the students take no active steps in putting their opinions in practice. Most students are simply not ready to devote extra time and energy to make their views count in the decision-making process of the university. Without going into the various and complex reasons for this deplorable fact, it is possible to correct it by changes in the structural level of student government

Classroom constituency

The solution proposed here calls for the combination of academic and political life in the university classroom. In order to ensure the participation of all students in university affairs, the basic academic unit—the class-course—should also become the basic political unit—the constituency. Since it has been proven time and time again that the majority of students will not come forth to the polls to voice their opinions, let the polls go to

cret ballot through the class-constituency. The professor can play a role as "returning officer" to ensure that the procedures are correct and the results valid. Since all classes meet at least once a week, it means that the classroom constituency can express itself quite often. Each student may vote as many times as the courses he is taking, and in as many ways. In this manner, the student's voting power will be proportional to the number of courses he registers in, which in effect means his degree of involvement

Let every class-course elect a delegate who will represent it in the department. In this way all representatives will be personally known to their electors and will necessarily meet them at least once a week. Communication will thus be personal and continuous both vertically (between individual and department, and vice versa) and horizontally (between individuals in various classes).

The class representatives in every department will constitute the **Student De-**

Statement by the Principal

I have returned to the University from the annual meeting of the Association of Universities and Colleges of Canada now being held in Ottawa because I believe that the publication in *The Paper* of November 3 of a cartoon that is now the subject of charges under the Code of Student Behaviour has created a situation which requires my presence on campus.

I wish to reiterate that under no circumstances will Sir George Williams University tolerate the practice of racism.

Charges arising from the publication of the cartoon have been laid under the Code of Student Behaviour. The University is making arrangements for them to be processed with all due haste within the procedures that have been laid down. The Code is part of the rules and regulations of this community, and it is vital that we live by it and respect it.

The situation created by publication of the cartoon has brought to light an unsatisfactory relationship between the Evening Students' Association and *The Paper*. When it was published, the Acting President of the ESA stated that he was powerless to take action, invoking a written agreement between the ESA and Wayne Gray, editor and publisher of *The Paper*. The ESA must accept responsibility for, and exercise authority over, any publication issued under its auspices.

Until the elected representatives of the evening students accept such responsibility and authority with regard to *The Paper* its further publication will not be permitted at Sir George Williams University. I have therefore appointed Clair Callaghan, Chairman of the University Council on Student Life, Magnus Flynn, Dean of Students, and Michael Sheldon, Assistant to the Principal, to meet with the Acting President of the ESA to receive and consider any ESA recommendations for the resolution of this problem.

J.W. O'BRIEN

in the university.

The politicization of the classroom, of course, ends the hallowed separation of academic from social life in the university. Contemporary events, however, have shown that this separation is spurious and at times dangerous. The little time that will be taken from strictly academic matters and given to political issues will be well worth it in the additional benefits derived from giving every student the means to participate in the decision-making structure of the university.

Representative structure

Two major drawbacks of student participation in university government are that those few who participate have been elected by a minority and may not be representative of the students community, and that there always exists a gap between the few powerholders and the many powerless and alienated students. The classroom-constituency will solve both problems of representation and participation as follows:

Departmental Committee. The size of these committees will range anywhere from a half-dozen members in small departments to three dozen members in large departments. Thus, even in the extreme cases they will be of manageable limits to pursue meaningful discussion. The SDC will represent the students to all departmental functions, and will act as the council of the student's association of the department. The SDC will elect its own committees, including its executive.

Moreover, the SDC will elect a number of its members to represent it in the **Joint Departmental Committee.** The JDC will thus be composed of all the faculty members of the department and a number of representatives of SDC mutually agreed upon. The JDC will be the highest policy-making body of each department.

Departmental structure

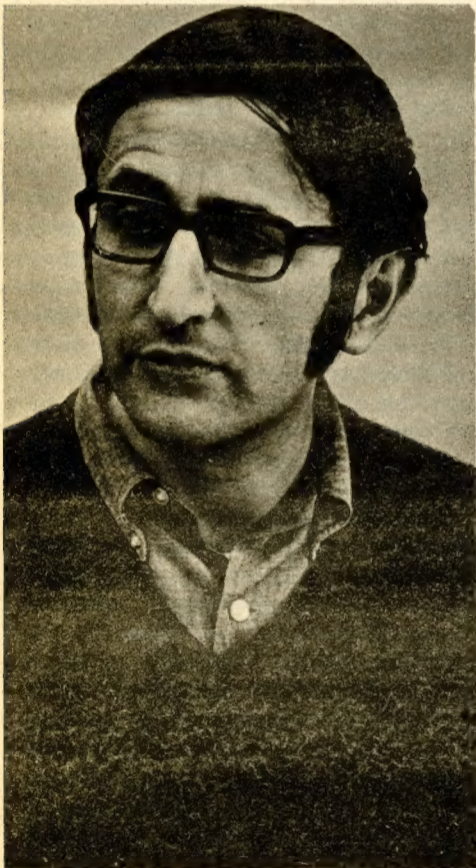
As outlined in the previous section, the SDC will be composed of representatives of each course given in the department. This does not necessarily mean that each class will have a different representative. Since students may take up

to five courses, the same student may be elected by five different classes. In such cases where a student represents more than one class, he will have more than one vote. Specifically he will have one vote for each class he represents. This multiple representation will be particularly useful in large departments in order to cut down the size of the SDC.

It should be noted that a similar weighted representation will exist in the primary level of the individual student due to the varying sizes of classes. Large classes will have equal representation to small classes thus giving the students in small classes an advantage. This is as it should be since small classes are usually advanced courses for senior students, whereas large classes are introductory courses for juniors. As the student advances in years he will have a greater say in the government of the university. Similarly majors, honours, and graduates respectively, will have more concentrated weight in the decision-making of their departments than general students taking only one or two courses in each department.

The student representation in the JDC can vary according to many formulae. One would be to have proportional representation of day and evening students, both of which would be a certain percentage of the faculty members in the JDC. Similarly each faculty member in the JDC could have as many votes as the courses he teaches, thus giving full-time teachers greater weight than part-time. In a different sense than the student representative, the professor also represents the interests of his classes, so the JDC should be a true representative organ of the academic community.

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Paris Arnopoulos is Assistant Professor of Political Science.

them in the classroom. Let all student opinion, be it regular elections or extraordinary referenda, be expressed in open or se-



INSIDE...

SA's Norman Lazare argues that student representation on University decision-making bodies has become obsolete (p.2).

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SGWU ISSUES & EVENTS

Student representation is obsolete!

by Norman Lazare

"The chief irony is that students sit on committees where their presence is of no particular consequence, while they are not utilized on tenure committees where they could make a positive contribution..."

There is presently a considerable amount of soul-searching being carried on within the Students' Association regarding the functions of student government. The existing structure, as the reasoning goes, could adequately handle the demands placed on it at the time of its inception, but with the advent of student representation on University decision-making bodies it has become obsolete and functionally useless. The problem with this approach, is that aside from passing judgement on the utility or non-utility of student government as it is now constituted, it may lead to the erection of a system which will more efficiently administer student representation while neglecting several important questions regarding its worth. After approximately two years of student representation, it is time to evaluate whether or not it has been of any significance whatever, and, if so, of what significance.

The early advocates of student representation debated the issue with impressive, but only partially considered, arguments. Their major premise was that students have a right to participate in the decisions affecting their destinies. While few, if any, cogent objections can be raised to this simple proposition, it is, on the other hand, trite, and as a consequence does violence to the complex dilemma with which the modern university must grapple. For, beyond insisting on the inclusion of students on University committees, the issue of whether or not their presence creates alternatives that would not be available to the student body were they not there must be met. The answer in this case must be that it does not and that the presence of students on decision-making bodies is of no tangible value to the students of this institution. This, unfortunately, is where we find ourselves for several reasons. To begin with, only the most naive would consider that students sitting on a particular committee can represent the diversity of six thousand individuals. Thus, from the outset, it is clear that the notion of two or three students sitting on an eleven or twelve-member committee and accurately **representing** six thousand people as if they were of one mind, is specious to say the least. Can a student sitting on the Food Services Committee, for instance, solemnly declare that the student body would prefer pizza on Mondays this year instead of Fridays like last year, and still claim even a passing acquaintance with reality? Obviously he cannot. Yet students sit on a growing number of committees in this University and resolutions must be voted upon, so the sham continues.

Even if we were to hypothesize that through some remarkable feat of psychic dexterity a student could be found who was able to ascertain precisely what every other student thought about a given issue, and, even more utopian, that everyone agreed on what ought to be done, what would his position be? In fact, he would represent between ten and twenty per cent (depending upon the committee) of the voting power on most University decision-making bodies. This is the current situation and regardless of



Norman Lazare

Students' Association V-P of Education

"... resolutions must be voted upon, so the sham continues."

what the activists say or do, students will **never** constitute the majority on any crucial University committee. Moreover, few, if any, students would be willing to assume the duties of a full time administrator even if given that option, and there is no good reason for them to do so. As a result, even if students sitting on committees could be representative—which they are not at the present time—they would still not have the means at their disposal to put their mandates into practice unless faculty and administration, people who, by the very definition of student representation are not competent to look after student interests, are willing to support them. Thus, their only alternative is to work toward a consensus, all the while operating under exactly the same premises that are being used by the faculty members and administrators who sit on the committee with them. Since the premises used to arrive at the final decision are the same with or without students, it is irrelevant and pedantic to dicker about whether committee X will have two, or four, or six, students on it. The net result of student representation is to replace one individual who happens to work in some capacity for the University, with one who attends it. Perhaps the chief irony of the entire issue is that students sit on virtually all committees of the University, including the Board of Governors, where their presence is of no particular consequence, while they are not utilized on tenure committees, which is where they could make a positive contribution by evaluating what only they can evaluate—teaching performance—not as representatives, but as individuals.

An even more discouraging aspect of decision-making is that the most critical problems which effect the day to day routine of students here, are not within the scope of the University itself to resolve. Thirty well-informed and fully representative students on the Board of Governors would not, for example, be able to remedy these seven hundred-seat classrooms or prevent many courses from closing during the first hours of registration. This harsh fact of life is directly attributable to the impotence of an English language institution like Sir George when confronted with the political realities of present day Québec. Considered in this context it is absurd to maintain that student representation serves to make the powers-that-be aware of the more obvious problems being experienced by the student body. The measures that must be taken to correct them can come only from the Department of Education, not from the Board room.

Unfortunately, there is no obvious way out of this cul-de-sac. Student representation was based on fallacious reasoning from the start. It might work to a limited extent given a relatively small constituency—say, five hundred. But it cannot function as it should with a student body as large as that at Sir George. The debate should involve not how to best carry on student representation, but rather whether student representation is a worthwhile function to carry on with.

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WHAT HAPPENED AT UNIVERSITY COUNCIL

University Council, faced with a detailed plan for pre-registration for 1970-71, decided at its meeting last Friday that the proposals were not viable. However, it called on the Principal to have the committee which produced the plan continue with its studies. Action could be taken to alleviate the closed course problem short of a total pre-registration system.

Presenting the plan, Dr. O'Brien said that the demands on the University community were such that pre-registration could be introduced only with the full support of University Council. Closed courses were the key to student complaints. Unless something was done to change this situation, pre-registration would merely shift student frustration from the fall back to the spring. It had always been SGWU policy to make available to students the courses they required, but inadequate resources blocked full implementation of the policy.

Complete "demand registration" would mean that students had to commit themselves by February to the courses they would take in the fall. Yet studies showed that students changed considerably in their wants from spring to fall. Preliminary allocation of new faculty appointments must be made by November 15. Detailed department timetables would have to be firm by December 1, before it was certain what staff would be available. Faculty would have to be available for counselling through December and January. Departments would have to switch professors according to student demand and increase the size of some sections. Faculties might have to shift planned appointments between departments, and, though there could be some leeway in new appointments, many were already committed. Also, there was no certainty that popular departments could hire enough new staff of the academic value that they required—say, ten new psychologists or sociologists. Pre-registration, Dr. O'Brien concluded, required "a lot more than most people bargained for." And all this would improve, but not eliminate, the closed course situation.

Professor Berczi did not consider such an elaborate system was needed. A lot could be achieved through a careful statistical study on a scientific basis. Dr. Despland questioned how many faculty members would be prepared to give up advanced courses in order to take over first-year classes, or to raise enrolment ceilings. University programs could not be based purely on consumer research.

Winding up a lengthy discussion, Dr. O'Brien said he was forced to conclude that, given the problems and attitudes involved, immediate pre-registration was unworkable at SGWU. However, faculty attitudes were not the result of "sheer cussedness" but arose from the real problems created by the date and size of government grants. Professor Bordan said that to introduce pre-registration now would be "an act of irresponsibility", but it was desperately important that something be done to alleviate the closed course situation.

University-wide code for socio-academic offences to be studied

After study of the latest SGWAUT Council statement on faculty responsibility, University Council decided to refer to the Joint Committee on University Affairs the drafting of a code on socio-academic behaviour, procedures and principles applicable to faculty, students and administration. Meanwhile, SGWAUT would continue to develop a code of faculty ethics, the revision committee would proceed with its work on the student code of be-

haviour, and procedures for dealing with complaints against administrators were being drafted.

The SGWAUT document, prepared by the Committee on Academic Freedom and Responsibility, reads as follows:

1. The SGWAUT Council believes that Sir George Williams University should have clear rules of conduct for the guidance and the protection of all members of the University community.
2. It further believes that such rules of conduct, possibly in the form of a University Code of Behaviour, should be prepared by a University committee representative of all segments of the community. For this reason, although SGWAUT is vitally interested in the contents of such a document, it has never undertaken its preparation.
3. The SGWAUT Council believes that the spirit and the intent of the Code of Student Behaviour express acceptable principles of order and, in so far as these are applicable to the very different status of the faculty, the Council is prepared to accept a University Code based on such principles.
4. The SGWAUT Council reaffirms its concern with faculty responsibility. In this connection it undertakes to clarify its statement of Professional Ethics and to evaluate the forthcoming University Code in the light of this statement.

5. In the meantime the SGWAUT Council would like to bring the contents of the present statement to the attention of the courts and committees set up under **Procedures for Dealing with Complaints against Faculty Members**.

Green light given for negotiations with Loyola

Presenting the Savage-Despland proposals for a federated university to University Council, Dr. O'Brien said it was most important that the Council and the Board of Governors take an immediate position on further negotiations. The paper was not a blueprint that had to be endorsed in detail, but refusal by SGWU to negotiate on the broad lines of the Savage-Despland document would be tantamount to denying the possibility and desirability of coming to any arrangement with Loyola. In principle the proposal for federation seemed the best form of arrangement available, and he believed it would best serve the interests of SGWU and the English-language educational system in Quebec. However, there was no certainty of ultimate agreement. "We cannot speak for Loyola or singlehandedly resolve all the structural questions."

After discussion bearing notably on the desirability of centralizing Science and Commerce while leaving Arts decentralized, University Council passed a resolution which recommended the Savage-Despland proposals to the Board of Governors, and approved their use as a basis for further negotiations.

TV's James Joyce

James Joyce, producer of *Can you all hear at the back?*, says that University Channel 9 has not yet fulfilled its function as a community resource channel.

"Students, faculty and administrators should have equal access to the medium of television so they can communicate to each other. Right now, the electronic bulletin board is most effective because anybody in the University who wants to promote something has access to television," stated Joyce.

Joyce, one of the original founders of Television Sir George, stressed that more time had to be spent researching the audience and its needs. He feels that many students do not watch the monitors in the fifth-floor carrels and in the other locations because they are not aware of the programs being produced.

"For instance, this week and next we're doing programs on student summer employment. We tell the story of a new campus employment organization called *As-set*, and interview the president of Molson's. It can be seen daily at 10, 11, 1, 3 and 6."

Another reason for the lack of viewers is the unfortunate lack of community at Sir George.

"A lot of the fault lies with our society which is I suppose a nice cop-out. The University is not a centre of learning... it's a place where people are trained and acquire skills for future jobs. So how can we expect them to be interested?"

"On the other hand, television can be very exciting if only students and faculty



James Joyce shown wishing you would watch more University TV.

wake up to its possibilities. It's in the area of the classroom that it has a role to play. People are just now beginning to learn to use television as another form of expression. I've seen so many professors who try just little projects. They aren't prepared to learn the medium like they would another language, so the end result is pretty bad. Then they go away discouraged and unhappy with the medium."

Joyce expressed the hope that in the near future the University would be producing programs which would be telecast on cable television to the general public.

Proposal for new...

continued from page 1

Faculty structure

The hierarchical structure of representation could be continued from the departmental to the faculty level. The SDC of each department would elect representatives to the **Students Faculty Council**. The SFC will thus be composed of departmental representatives. This representation could either be proportional or weighed, i.e. each department would either have as many representatives or as many votes as the proportion of its courses to the Faculty total. Thus larger departments will have more say than smaller.

Similarly to the procedure used in the departmental level by the SDC, the SFC will elect a number of its members to represent the students to the **Joint Faculty Council**. The JFC will thus be composed of faculty, administration, and student representatives according to various formulae. In this case either the existing composition of the Faculty Council could be retained as is, with its student representatives being elected by the SFC, or it could become more of a JFC where the faculty members would be elected by departments in the same way as student members.

University structure

The final level of student representation is in the highest all-university organs. According to the same principle that is held for the lower levels, the university level will be made up of representatives of Faculties. The SFC of each Faculty will elect a number of their members to the **Student University Assembly**. There will be proportional representation of Faculties depending on their size, so that the SUA reflects the university composition as accurately as possible.

The SUA will elect certain of its members to sit in the various university bodies, including the proposed **University Senate**. The Senate will be composed of student, faculty, administration, and governor representatives in various agreed formulae.

Conclusion

The proposal that has just been outlined for restructuring student participation and representation can work with a minimum change in the existing university structure. On the other hand it can be combined with more radical changes, including faculty and administrative restructuring. The same formula can operate for faculty representation both in SGWAUT and in other university bodies.

The broad principles in all cases are that the representatives will truly reflect the wishes of their constituents; the message channels will always be open for two-way communication; decisions will be made by numerically small bodies, thus allowing meaningful debate; multi-level structure will bridge the gap between the individual student and the university community; participation will be maximized among many students; there will be responsible government depending at all times and all levels upon the confidence of its constituents; local autonomy will be maximized by independent policy-making in internal matters.

This outline is merely a skeletal draft which will need further elaboration before it can be put into practice. Details were left out however in order to leave open as many options as possible to the decision of those concerned. The present draft, it is hoped, will be considered along with other proposals to improve the university community.

THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Monday for the following week's events.

MONDAY 10

"CAN YOU ALL HEAR AT THE BACK?": Student summer employment (part II); channel 9 at 10, 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

CHANNEL 4: "Communications and Education" - a series of videotaped lectures by Prof. Charles Siepmann, N.Y.U.; this week "Free press and fair trial" at 10, 10:30, 11 a.m., 2 and 2:30 p.m. through Friday on classroom monitors.

TV SIR GEORGE: The series "Info H-405" with Ashton Lewis discussing student housing and a film on the student co-op; University channel 9 today 5:30 to 6 p.m., Tuesday and Wednesday 1:15 to 1:45 p.m., Thursday 8 to 8:30 p.m.

GALLERY I and WEISSMAN GALLERY: Anne Kahane's sculptures and drawings, 1954-1969, through November 20.

TUESDAY 11

GALLERY II: Studio 27 graphics through November 29.

GEORGIAN FILM SOCIETY: "The Phantom Creeps" starring Bela Lugosi; also W.C. Fields, Shirley Temple, Howdy, Doody, Laurel and Hardy, Mighty Mouse and many others; 1:15 to 2:15 p.m. in H-110 for 25c.

CHAPLAINS SIR GEORGE: Southwest corner of the cafeteria from 5 p.m. to 9 p.m.

CHEMICAL INSTITUTE OF CANADA: Film "Techniques of Organic Chemistry" (parts 1 and 2) in H-920 at 1 p.m.

FRENCH DEPARTMENT: Prof. Jean Ethier-Blais of McGill's French Department talks on "Les tendances modernes de la littérature québécoise" in H-635 at 8:15 p.m.

WEDNESDAY 12

COMMUNICATIONS COMMITTEE: Meeting at 5:30 p.m. in H-762-2.

HISTORY DEPARTMENT: Prof. M. Meisner, University of Wisconsin, talks on "Chinese and Marxist sources of Maoist utopianism" in H-520 at 4:30 p.m.

JOINT COMMITTEE ON UNIVERSITY AFFAIRS: Meeting in H-769 at 1 p.m.

THURSDAY 13

CONSERVATORY OF CINEMATOGRAPHIC ART: Busby Berkeley Festival in H-110 with hundreds of dancing lovlies performing every conceivable trick before your very eyes; "Gold Diggers of 1933" (Mervyn LeRoy, 1933) with Ruby Keeler, Dick Powell and Ginger Rogers at 7:00 p.m.; "Footlight Parade" (Lloyd Bacon, 1933) with James Cagney, Dick Powell and Ruby Keller at 9 p.m.; 50c for students, 75c for the blic.

GEORGIAN FILM SOCIETY: "The Phantom Creeps," H-110 at 1:15 to 2:15 p.m. (see Tuesday).

CHAPLAINS SIR GEORGE: Southwest corner of the cafeteria from 2 p.m. to 5 p.m.

SOCIETY FOR ADVANCEMENT OF MANAGEMENT: Mr. Ray Stevens, Director of Corporate Development at United Aircraft of Canada, talks on "Three ways in which people learn to respond to industrial organizational phenomena" at a dinner meeting at 6:30 p.m. in the Hall Building banquet room, 7th floor; tickets available at SAM office, room N-025-6.

BOARD OF GOVERNORS: Meeting in H-762 at 1 p.m.

FRIDAY 14

COMMERCE FACULTY COUNCIL: Meeting in H-769 at 2:30 p.m.

EDUCATIONAL TECHNOLOGY: Lecture series continues with Dr. F. B. Rainsberry, Ontario Institute of Studies in Education, on "Curriculum Development through Media" in H-635 at 8:15 p.m.

GERMAN DEPARTMENT: Films "Traumschloss Belvedere," "Music Stroll Through Austria" and "Arts and Crafts in Austria" in H-1070 at 7:30 p.m. followed by meeting in the cafeteria.

FRIDAY 14

CONSERVATORY OF CINEMATOGRAPHIC ART: Busby Berkeley Festival in H-110; "Forty-Second Street" (Lloyd Bacon, 1933) with RUBY Keeler, Dick Powell and Ginger Rogers at 7 p.m.; "Dames" (Ray Enright, 1934) with Joan Blondell, Dick Powell and Ruby Keeler at 9 p.m.

PHILOSOPHY COUNCIL: Meeting in H-769 at 10:30 a.m.

ENGLISH DEPARTMENT: Prof. Milton Kessler, State University of New York, Binghamton, talks on "Being Slow or Against Pollution - reverie as a Literary mode" at 2:15 p.m. in H-539-1.

POETRY READING: Milton Kessler in H-651 at 9 p.m.

HOCKEY: Winnipeg at Sir George, 8 p.m. at Loyola arena.

LIBRARY: Main library will be closed to permit moving the whole collection in the stacks. Books due back today or tomorrow may be kept without penalty until Monday.

SATURDAY 15

CONSERVATORY OF CINEMATOGRAPHIC ART: Busby Berkeley Festival continues in H-110 with movies your parents probably courted to; "In Caliente" (Lloyd Bacon, 1935) with Dolores del Rio at 7 p.m.; "Gold Diggers of 1935" (Busby Berkeley, 1935) with Dick Powell and Adolph Menjou at 9 p.m.

BASKETBALL: Bishop at Sir George, 2 p.m. at Loyola gym.

HOCKEY: RMC at Sir George, 8 p.m. at Université de Montréal arena.

SUNDAY 16

MASS: 2185 Bishop at 11:30 a.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: Busby Berkeley Festival concludes in H-110; "Gold Diggers of 1937" (Lloyd Bacon, 1936) with Dick Powell and Joan Blondell at 7 p.m.; "Varsity Show" (William Keighley, 1937) with Dick Powell at 9 p.m.

49 days till Christmas

For the coming holiday season the Principal has approved the following arrangements for the University:

Wednesday, December 24 will be a normal working day; **Thursday, December 25** to **Sunday, January 4** there will be no classes and the library and offices will be closed; **Monday, January 5** the second term begins, regular library and office hours resuming.

Because University activities are suspended this year between Christmas and New Year, December 24 will be a normal working day. Since it falls on a Friday, January 2 is treated as part of the holiday.

NEW BOOKSTORE HOURS

The main Bookstore on 2085 Bishop Street will be open from 9:00 a.m. to 8:30 p.m. Monday through Wednesday inclusive and from 9:00 a.m. to 5:00 p.m. Thursday and Friday.

The Paperback Store located on the mezzanine of the Hall Building will be open from 9:00 a.m. to 8:30 p.m. Monday through Thursday and 9:00 a.m. to 5:00 p.m. on Friday.

The High School Bookstore located in the YMCA is now closed and all Commerce, High School, Retail School and Business School books will be available in the main Bookstore.

SGWU ISSUES & EVENTS

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